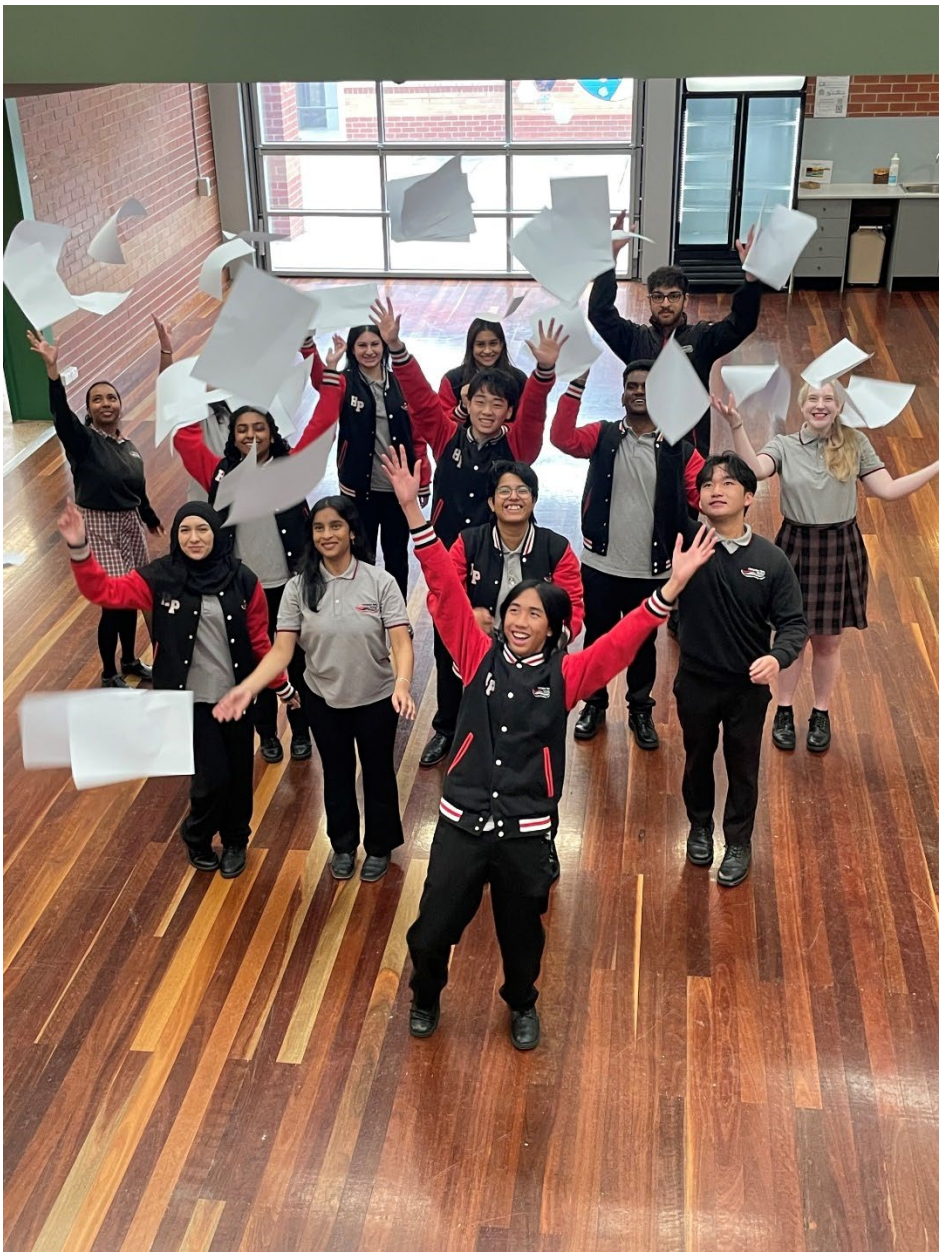
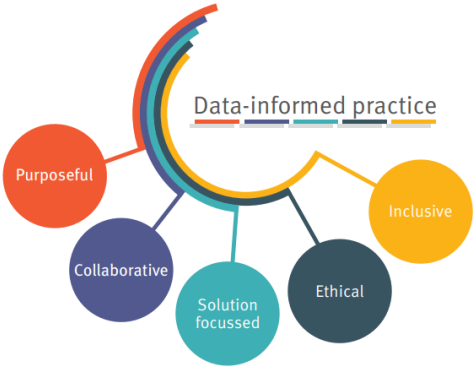
Hampton Park
SECONDARY COLLEGE

Data Informed Protocols



Understanding our shared Protocols and Practices that inform Teaching and Learning

Data Protocols at Hampton Park Secondary College



At Hampton Park Secondary College, we understand:

- Data is private. We maintain respect and integrity when unpacking, using and discussing student data
- Data is owned by the 'whole school'. Data is not one persons to own. We share our data to further our understanding and to build practices that will improve the learning outcomes of all students at our College
- We do not share our data beyond Hampton Park Secondary College
- We do not project our data in class, as we protect the privacy of everyone
- We triangulate our data, as we understand one piece does not tell the whole story. We create an informed picture by referring to multiple data sources and asking questions
- We collaborate using data, sharing the practices that lead to improvement and whole school change
- We provide feedback about the data available to the Data Team, suggesting changes and inclusions with respect
- We do not share our passwords
- We contact the Assistant Principal for Curriculum Documentation and Learning (KRK), if we have issues with logging in, passwords or Maestro
- We include learners in the analysis of their data, to encourage them to take ownership of their learning and to motivate them to set their own learning intentions and success criteria

When we interrogate and use data, we are guided by the practices of DET. Each staff member is required to understand and unpack the practices for how data should be used, as below, to guide our practice
https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-data.aspx

Why Data Literacy?

When we develop our data literacy as a collective, it helps bring precision to our work. Using and responding to the data we have strengthens our contribution, by helping us understand what is happening for each student and then collectively building our practices to respond to student need and therefore improve student learning outcomes.

Developing our data understanding is not only a whole school goal, but is an expectation of all teachers at every classification, as outlined in the AITSL Teaching Standards - Teacher Standards

Specifically, every teacher must:

Descriptor at career stage			
Graduate	Proficient	Highly Accomplished	Lead
Focus area 5.4 Interpret student data			
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.

What is Data Literacy?

Data literacy refers to the knowledge, skills and dispositions we possess to use data ethically, to inform policies, school decisions and whole school practices.

Data literacy involves:

- Managing and securing data
- Accessing and generating data
- Evaluating and interpreting data
- Communicating with data

What is Data-informed practice?

Data informed practice is when we take a purposeful, collaborative, solution focussed, ethical and inclusive approach to our engagement with using, and learning from the data we have available to inform our decision-making processes and teaching practices

How will we build data literacy and informed practice at HPSC?

- By promoting the use of data and Maestro Analytics regularly
- By providing professional learning in Data use and Maestro on a regular basis
- By incorporating the use of data into our unit planning and regular review
- By building a data activity into our Domain Meetings each rotation
- By building the use of data into our course counselling approach
- By building the use of data into our planning for commencement
- By reflecting on the implementation of curriculum and structure of learning tasks, through analysing data
- Through PLCs when appropriate, to inform the building of teacher practice
- Through the analysis of our VASS data at the beginning of each year, to further review our practice implementation and areas for improvement
- Moderating learning tasks
- Collaborative reflection on units for next year of teaching
- Collaborative reflection on sequential teaching units for cohorts

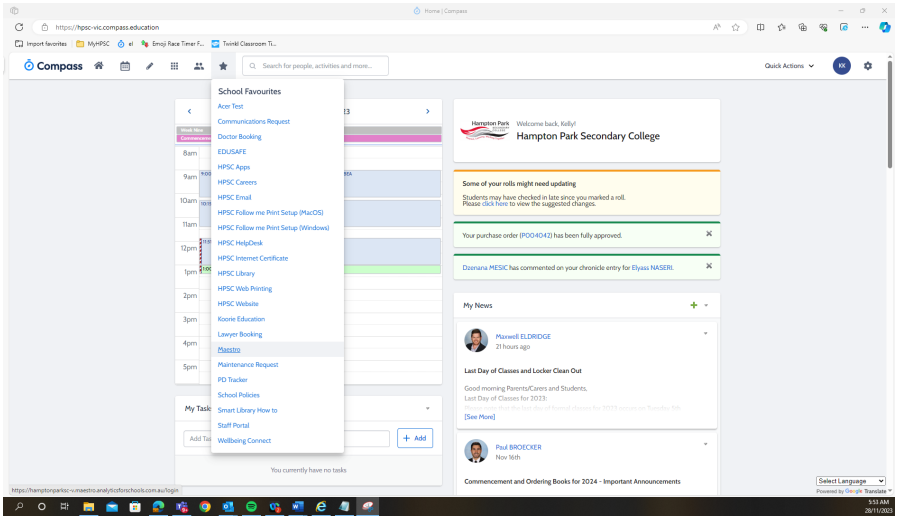
Maestro Analytics

Where is our data stored and why?

- Maestro Analytics is where our data is stored
- Analytics comes from business intelligence; it creates management reports by using the extraction of data
- Primarily our data comes from Compass (chronicles, report cycles, learning task etc), NAPLAN and PAT
- It helps us to facilitate the interpretation of data using both norm referenced and standardised frameworks
- Analytics organises data into more easily understandable formats that can assist in informing teaching practice

How do I navigate to Maestro?

- Go to Compass Star
- Scroll down and look for Maestro
- Click and you will be taken to your log in page
- You need to have your own log in. If you need a new invite, please email the Assistant Principal for Curriculum Documentation and Learning (KRK), to be resent the link



Do you know how to create Maestro as a favourite?

- When in Maestro, click on the Star at the top of your search engine tool bar
- Name your favourite and save it
- Then each time you open your search engine you will have Maestro appear at the top of your page

Data Playbook Protocols

Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator.

Some questions that can be asked to support data analysis:

- What is the question to be addressed in this data-informed conversation?
- What information is needed to answer the question?
- Is this information available?
- What aspects of learning development or progress do we want to better understand?
- What is the best evidence to look at to work out how our students are going?
- Which students do we want to focus on to anchor our analysis?

Recording Questions of interest and Data Sources Protocol

From the Five steps for structuring data-informed conversations and action in education

What is the question?	What information is needed?	What information is available?
1.		
2.		
3		
4.		
5.		

Source: Authors.

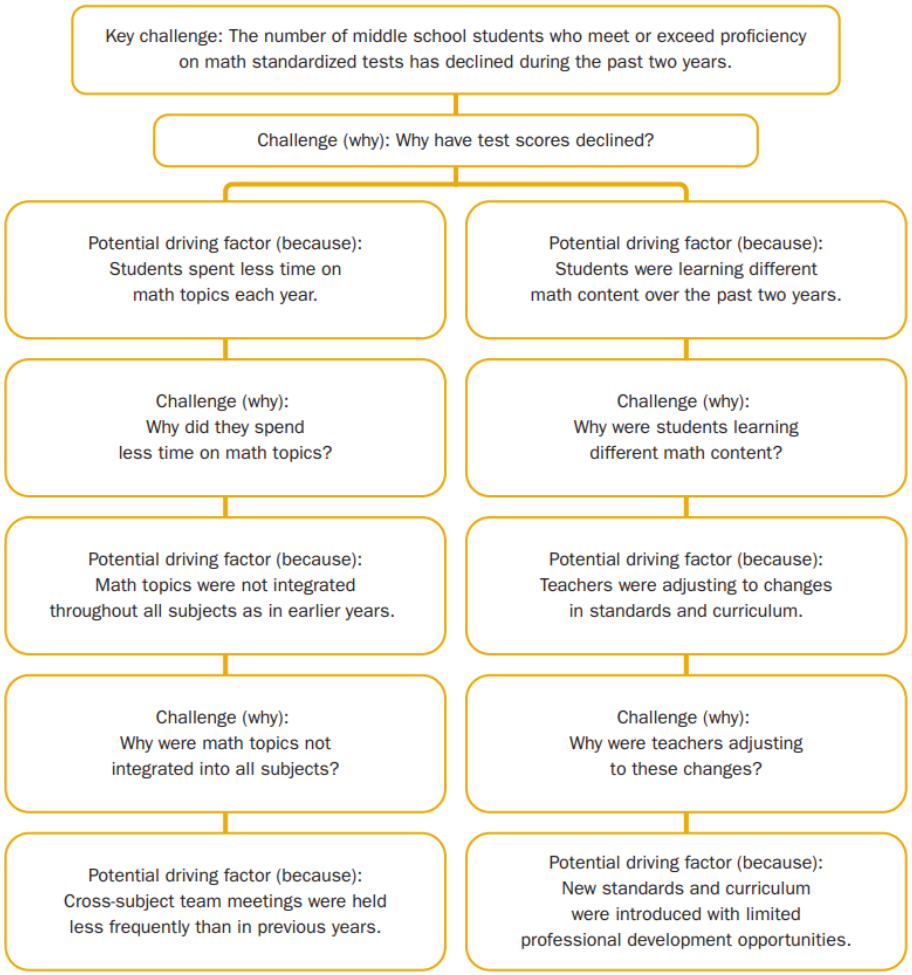
Examining the Data, Strengths and Challenges Protocol

From the Five steps for structuring data-informed conversations and action in education

Observed strengths	Observed challenges
Example: Over the last three years overall math achievement scores have improved between grades 6 and 7.	*Example: Over the last three years math achievement scores have declined for male students between grades 6 and 7.*

Identifying the Driving Factors Protocol

From the Five steps for structuring data-informed conversations and action in education

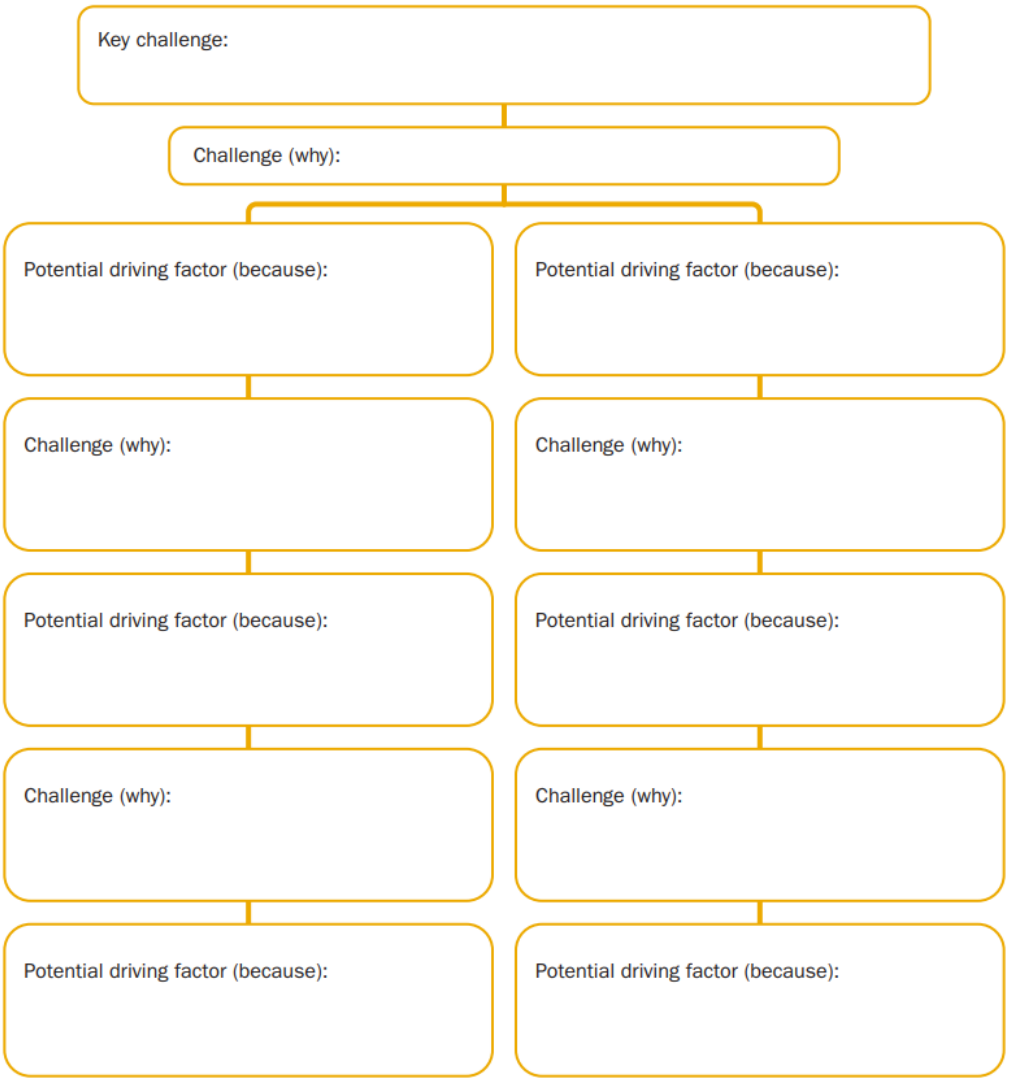


Source: Authors.

Once the potential driving factors are identified, data teams should check that the data support the ideas

Identifying the Driving Factors Protocol Blank Template

From the Five steps for structuring data-informed conversations and action in education



Source: Authors.

I Notice & I Wonder Protocol

A protocol for analyzing data both descriptively and inferentially. How Teachers Can Turn Data Into Action by Daniel R. Venables (ASCD, 2014)

Time: 45 minutes in total

1. Participants are presented with a table and/or graph of data pertaining to their practice. The data set may be displayed on a screen for all to see, or it may be given to each Team member in hardcopy form.

2. Quietly and individually, participants write three observations evident in the graph or table/data set. These observations must be free of inference or speculation; they are factually based from objectively examining the display. Each observation starts with the phrase, “I notice that…” (5 minutes)

3. Round 1. In turn, each participant reads aloud one new observation that has not yet been shared, each time beginning with the phrase, “I notice that….”The facilitator records the responses on chart paper. After the last participant shares one new observation, the first participant offers a second new observation and the process continues until all observations have been shared aloud, without discussion. (5 minutes)

4. Each participant turns writes three suggestions or question statements based on any observations heard in Round 1. These comments attempt to offer possible explanations for the observations or pose suggestions for pursuing additional data. No attempt should be made to solve the problems that surface; the intent is to gain insights into what the data imply. Each comment starts with the phrase, “I wonder why….” or “I wonder if…” “I wonder how...” (5 minutes)

5. Round 2. In turn, each participant reads aloud one new thought that has not yet been shared, each time beginning with the phrase, “I wonder ….” The facilitator records the responses on chart paper. This process continues as in Round 1 until all speculations have been shared aloud, without discussion. (10 minutes)

6. Discussion. Team members discuss what has been shared and possible causes, connections, and links to classroom instruction and note other additional data that may be needed. (15 minutes)

Template: "I notice, I wonder…"

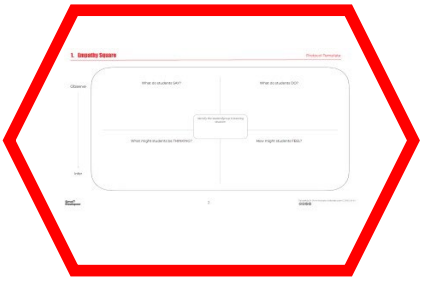
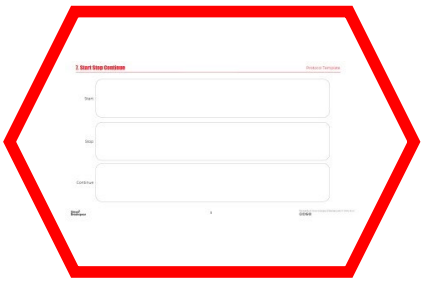
NOTICE Observe the data or information closely and make objective observations. Focus on describing what you see or notice without making judgements or drawing conclusions. Record your observations.	• Think independently. Observe and analyse evidence / artefacts / data. • Share your observations with a partner/group. Discuss without judgment or solutions. Encourage each other to simply notice and describe.
WONDER Shift your focus to questions or statements related to what you've noticed. These can be inquiries, hypotheses or reflections on possible explanations. Record your questions and statements.	• Think independently. Generate questions or wonderings based on your observations. Avoid jumping to solutions or assumptions. • Share your wonderings with your partner/group. Discuss the potential implications of these questions and consider alternative perspectives.
PLAN Consider and outline a plan for further investigation or analysis based on your observations and wonderings. What steps will you take to explore the data more deeply, test hypotheses, or gather additional information? Record your plan.	• Think independently. Outline a plan of action for further exploration or improvement. Assume a stance of not having an immediate solution. • Share your plans with your partner/group. Discuss and refine your ideas collaboratively.

There won't be time to apply the next stages today as it is a part of a longer process, however for the purpose of understanding where the activity goes, the next two steps look like this:

COMMIT
Commit to a specific action or decision based on your plan. Set a reasonable timeframe for completing the identified tasks, whether it involves further analyses, data gathering, or implementing changes. Recording your commitment should include both the action and the timeframe.

REFLECT
Reflect on the outcomes of your actions and the overall process. Consider what you've learned, any unexpected findings, and the effectiveness of your approach. Record your reflections to inform future decision-making and analysis. How have you influenced or contributed to student outcomes?

Template: “I notice, I wonder…”

NOTICE Observe the data or information closely and make objective observations. Focus on describing what you see or notice without making judgements or drawing conclusions. Record your observations.	• Think independently. Observe and analyse evidence / artefacts / data. • Share your observations with a partner/group. Discuss without judgment or solutions. Encourage each other to simply notice and describe.
WONDER Shift your focus to questions or statements related to what you’ve noticed. These can be inquiries, hypotheses or reflections on possible explanations. Record your questions and statements.	• Think independently. Generate questions or wonderings based on your observations. Avoid jumping to solutions or assumptions. • Share your wonderings with your partner/group. Discuss the potential implications of these questions and consider alternative perspectives. 
PLAN Consider and outline a plan for further investigation or analysis based on your observations and wonderings. What steps will you take to explore the data more deeply, test hypotheses, or gather additional information? Record your plan.	• Think independently. Outline a plan of action for further exploration or improvement. Assume a stance of not having an immediate solution. • Share your plans with your partner/group. Discuss and refine your ideas collaboratively. 

There won’t be time to apply the next stages today as it is a part of a longer process, however for the purpose of understanding where the activity goes, the next two steps look like this:

COMMIT

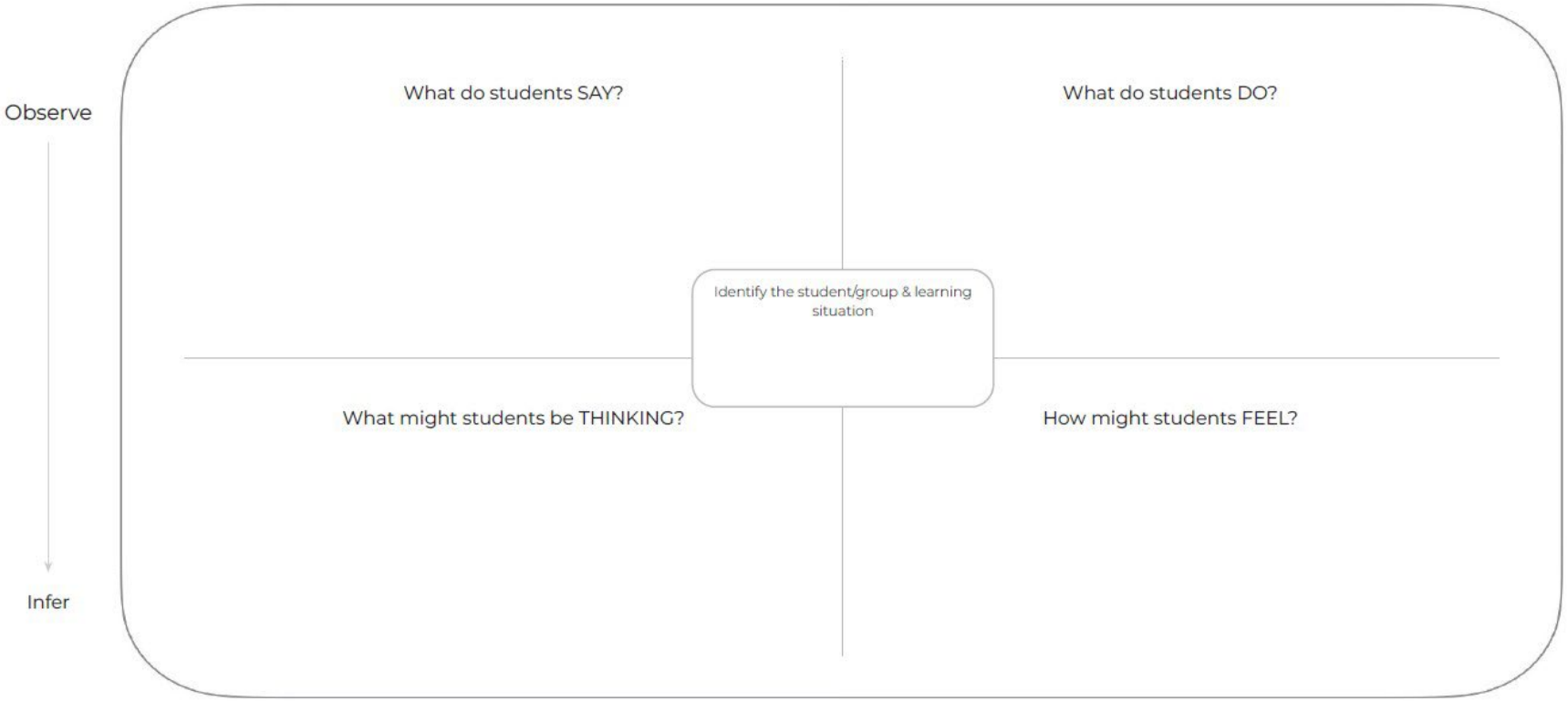
Commit to a specific action or decision based on your plan. Set a reasonable timeframe for completing the identified tasks, w hether it involves further analyses, data gathering, or implementing changes. Recording your commitment should include both the action and the t imeframe.

REFLECT

Reflect on the outcomes of your actions and the overall process. Consider what you've learned, any unexpected findings, and t he effectiveness of your approach. Record your reflections to inform future decision -making and analysis. How have you influenced o r contributed to student outcomes?

1. Empathy Square

Protocol Template



7. Start Stop Continue

Start

Stop

Continue

Learning from Data Protocol

Developed by Eric Buchovecky and drawing on the work of Steve Seidel and Evangeline Harris-Stefanakis of Project Zero at Harvard University. Revised November 2000 by Gene Thompson-Grove. Revised August 2004 for Looking at Data by Dianne Leahy.

This protocol helps to guide groups of teachers discovering what students and educators understand and how they are thinking.

Time: 50mins – 60mins total

1. **Getting Started (5mins)**

• The facilitator reminds the group of the norms.

• The educator providing the data set gives a very brief statement of the data and avoids explaining what she/he concludes about the data if the data belongs to the group rather than the presenter.

Note: Each of the next 4 steps should be about 10 minutes in length. It is sometimes helpful for the facilitator to take notes.

2. **Describing the Data (10 minutes)**

• The facilitator asks: "What do you see?"

• During this period the group gathers as much information as possible from the data.

• Group members describe what they see in data, avoiding judgments about quality or interpretations. It is helpful to identify where the observation is being made — e.g., "On page one in the second column, third row..."

• If judgments or interpretations do arise, the facilitator should ask the person to describe the evidence on which they are based.

• It may be useful to list the group's observations on chart paper. If interpretations come up, they can be listed in another column for later discussion during Step 3.

3. **Interpreting the Data (10 minutes)**

• The facilitator asks: "What does the data suggest?" Followed by — "What are the assumptions we make about students and their learning?"

• During this period, the group tries to make sense of what the data says and why. The group should try to find as many different interpretations as possible and evaluate them against the kind and quality of evidence.

• From the evidence gathered in the preceding section, try to infer: what is being worked on and why?

• Think broadly and creatively. Assume that the data, no matter how confusing, makes sense to some people; your job is to see what they may see.

• As you listen to each other's interpretations, ask questions that help you better understand each other's perspectives. Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator. To learn more about professional learning communities and seminars for facilitation, please visit the School Reform Initiative website at www.schoolreforminitiative.org.

4. **Implications for Classroom Practice (10 minutes)**

• The facilitator asks: "What are the implications of this work for teaching and assessment?" This question may be modified, depending on the data.

• Based on the group's observations and interpretations, discuss any implications this work might have for teaching and assessment in the classroom. In particular, consider the following questions:

— What steps could be taken next?

— What strategies might be most effective?

— What else would you like to see happen? What kinds of assignments or assessments could provide this information?

— What does this conversation make you think about in terms of your own practice? About teaching and learning in general?

— What are the implications for equity?

5. **Reflecting on the Looking at Data Protocol (10 minutes)**

• What did you learn from listening to your colleagues that was interesting or surprising?

• What new perspectives did your colleagues provide?

• How can you make use of your colleagues' perspectives?

Group Reflection:

• What questions about teaching and assessment did looking at the data raise for you?

• Did questions of equity arise?

• How can you pursue these questions further?

• Are there things you would like to try in your classroom as a result of looking at this data?

6. **Debrief the Process (5 minutes)**

• How well did the process work?

• What about the process helped you to see and learn interesting or surprising things?

• What could be improved?

ATLAS - Looking At Data Protocol

Instructions

This is an example of the questions that would stem from each of the ATLAS Protocol steps. It can also serve as a template for note-taking. For each of the four phases of the ATLAS protocol, jot down additional questions that can be raised to elicit deeper analysis and reflection from participants.

FACTS *(What do we see?)*	INTERPRETATIONS & WONDERINGS *(What does the data suggest?)*	IMPLICATIONS *(What does this mean for our work?)*	NEXT STEPS *(So what are we going to do?)*
What do we see in terms of: • Performance in core courses vs electives? • Historical performance over time in courses? (if provided in graph) • Entire grade level vs special populations? (if student lists are provided) • Boys' performance? Girls' performance? • The proportion of students with B's or better vs those with D's and F's? • Proximity to our annual/ quarterly On-Track benchmark? (if point-in-time On-Track percentage is shared) • Change in performance of students targeted for intervention? • Number of off-track students who have averages within the 40 – 59% range?	What does the data suggest about: • Academic rigor of the courses? • Student attendance patterns? • The effectiveness of our Tier 2 intervention on targeted students? • Execution of the modifications and accommodations in student IEPs? • Execution of learning plans for our ELLs? • Our tenacity in regularly updating grades? Are these grades a true reflection of where students are academically? • The quantity and types of opportunities given for students to succeed?	What does this mean for our work in terms of: • Students who are nearly off track? • Students who are off track? • Students who are failing more than 3 classes? • Our needs as teachers to successfully meet the directives in student IEPs and/or ELL learning plans? • Improving student access to the concepts and skills in our courses? • Adjusting our Tier 2 intervention? • Ensuring grades are as current as possible so that our actions are addressing real-time need?	From all the implications, what would be the high leverage next steps we can take toward improvement? (Limit the next steps to no more than 3, especially if the whole team is owning them)

Adapted from the School Reform Initiative ATLAS Protocol.

Collaborative Assessment Conference Protocol

Developed by Steve Seidel and colleagues at Harvard Project Zero.

In the Collaborative Assessment Conference, the presenting teacher brings a piece of student work to share with a group of 5-10 colleagues (usually other teachers and administrators). The process begins with the presenting teacher showing (or distributing copies of) the piece to the group. Throughout the first part of the conference, the presenting teacher says nothing, giving no information about the student, the assignment, or the context in which the student worked. This process could be used to support Moderation across year levels.

1. **Getting Started**

• The group chooses a facilitator who will make sure the group stays focused on the particular issue addressed in each step.

• The presenting teacher puts the selected work in a place where everyone can see it or provides copies for the other participants. She/he says nothing about the work, the context in which it was created, or the student, until Step 5.

• The participants observe or read the work in silence, perhaps making brief notes about aspects of it that they particularly notice.

2. Describing the Work

• The facilitator asks the group: "What do you see?"

• Group members provide answers without making judgments about the quality of the work or their personal preferences.

• If a judgment emerges, the facilitator asks for the evidence on which the judgment is based.

3. **Asking Questions About the Work**

• The facilitator asks the group: "What questions does this work raise for you?"

• Group members state any questions they have about the work, the child, the assignment, the circumstances under which the work was carried out, and so on.

• The presenting teacher may choose to make notes about these questions, but she/he is does not respond to them now — nor is she/he obligated to respond to them in Step 5 during the time when the presenting teacher speaks.

4. Speculating About What the Student is Working On

• The facilitator asks the group, "What do you think the child is working on?"

• Participants, based on their reading or observation of the work, make suggestions about the problems or issues that the student might have been focused on in carrying out the assignment.

5. **Hearing from the Presenting Teacher**

• The facilitator invites the presenting teacher to speak.

• The presenting teacher provides his or her perspective on the student's work, describing what she/ he sees in it, responding (if she/he chooses) to one or more of the questions raised, and adding any other information that she/he feels is important to share with the group.

• The presenting teacher also comments on anything surprising or unexpected that she/he heard during the describing, questioning, and speculating phases.

6. **Discussing Implications for Teaching and Learning**

- The facilitator invites everyone (the participants and the presenting teacher) to share any thoughts they have about their own teaching, children's learning, or ways to support this particular child in future instruction.

7. **Reflecting on the Collaborative Assessment Conference**

- The group reflects on the experiences of the conference as a whole or particular parts of it.

Center for Leadership & Educational Equity

Data Driven Dialogue

Developed by the Teacher Development Group, 2002.
Based on work presented by Nancy Love, author of "Using Data/Getting Results," 2002.

"Dialogue comes from the Greek word dialogos. Logos means 'the word,' or in our case we would think of the 'meaning of the word.' And dia means 'through' – it doesn't mean two. A dialogue can be among any number of people, not just two. Even one person can have a sense of dialogue within himself, if the spirit of dialogue is present. The picture or image that this derivation suggests is of a stream of meaning flowing among and through us and between us. This will make possible a flow of meaning in the whole group, out of which will emerge some new understanding. It's something new, which may not have been in the starting point at all. It's something creative. And this *shared meaning* is the 'glue' or 'cement' that holds people and societies together," (Bohm, D., 1990).

This protocol builds awareness and understanding of the participant's viewpoints, beliefs, and assumptions about data while suspending judgments. All participants have equal voice. The 3 phases of data-driven dialogue assist groups in making shared meaning of data. We encourage you to use this tool with your entire school staff and/or with your school leadership team at a special meeting on data. The dialogue tool helps to replace hunches and feelings with data-based facts, examine patterns and trends of performance indicators, and generate "root-cause" discussions that move from identifying symptoms to possible causes of student performance. In order to effectively use this tool, participants will need to have grade level, school, or district data reports.

- **Phase I Predictions**
  Surfacing perspectives, beliefs, assumptions, predictions, possibilities, questions, and expectations.
- **Phase II Go Visual**
  Re-create the data visually.
- **Phase III Observations**
  Analyzing the data for patterns, trends, surprises, and new questions that "jump" out.
- **Phase IV Inferences**
  Generating hypotheses, inferring, explaining, and drawing conclusions. Defining new actions and interactions and the data needed to guide their implementation. Building ownership for decisions.

For protocol and facilitation, see *Data Driven Dialogue Protocol Facilitation Plan*.

Data Driven Dialogue
Phase I Predictions

Phase I Predictions dialogue takes place before you see the data. During this time, you activate prior knowledge, surface assumptions, and make predictions, thus creating readiness to examine and discuss the data. You hear and honor all assumptions and ideas as "building blocks for new learning."

Private Think Time
Before beginning your Phase I Predictions dialogue, please reflect privately and record several of your preliminary thoughts about the data. One or more of the following thought-starters may be helpful.

- I assume...

- I predict...

- I wonder...

- My questions/expectations are influenced by...

- Some possibilities for learning that this data may present...

Data Driven Dialogue
Phase II Go Visual

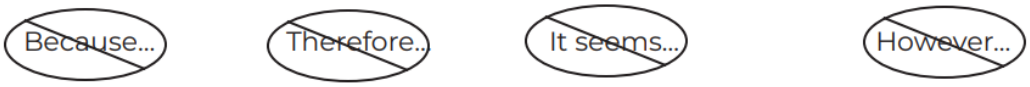
During Phase II Go Visual you re-create the data visually, on large sheets of paper, on a data wall, etc. Participants mark up the data so they better understand it (i.e., highlight trend lines in different colors, do math calculations and chart those, color code parts of the data that relate to each other). Participants might create visuals individually or in pairs or triads. Depending upon the amount of data, it might be helpful to divide it into subsets and identify who in the group will work with different subsets.

Data Driven Dialogue
Phase III Observations

During Phase III Observations dialogue, you engage with the actual data and note only the facts that you can observe in the data. Conjectures, explanations, conclusions, and inferences are off-limits. You make statements about quantities (e.g., Over half the students...), the presence of certain specific information and/or numerical relationships between ideas (e.g., Over 90% of the students achieved below standard in Problem Solving; Compared to last year's data, the percentage of students performing at the advanced and on-standard levels in Skills increased by 8%...).

Private Think Time
Before beginning Phase III Observations dialogue, please study the data privately and record several of your observations.

Remember:
Just the facts! If you catch yourself using the following words, then stop.



- I observe that...

- Some patterns/trends that I notice...

- I can count...

- I'm surprised that I see...

Data Driven Dialogue
Phase IV Inferences

During Phase IV Inferences dialogue, you (a) generate multiple explanations for your Phase III Observations; (b) identify additional data that may be needed to confirm/contradict your explanations; (c) propose solutions/responses; and (d) identify data needed to monitor implementation of your solutions/responses.

Private Think Time
Before beginning Phase IV Inferences dialogue with your colleagues, please reflect privately, using one or more of the following thought starters to prompt your thinking:

- I believe the data suggests... because...

- Additional data that would help me verify/confirm my explanations is...

- I think the following are appropriate solutions/responses that address the needs implied in the data...

- Additional data that would help guide implementation of the solutions/responses and determine if they are working...

Data Driven Dialogue
Protocol Facilitation Plan

Developed by David Leo-Nyquist, revised 2013.

Time (60-90 minutes)

1. **Review Protocol** (3 minutes)

2. **Presentation** (5 minutes)
   "Owner" of the data provides overview of the context and focus

3. **Clarifying Questions** (4 minutes)

4. **Phase 1: Predictions**
   a. Group fills out predictions sheet (3 minutes)
   b. Round-robin report-out of predictions (one item each person, one round only — 3 minutes)
      May be charted by the facilitator or other member of the group

5. **Distribution and Examination of Data** (7 minutes)

6. **Additional Clarifying Questions**, if necessary (3 minutes)

7. **Phase II: Go Visual** (10-30 minutes)
   Participants mark up and re-organize the data to better understand it.
   May be done individually, in pairs, or in small groups depending on group size and amount of data. Highlighters, chart paper, and calculators are helpful to have on hand.

8. **Phase III: Observations**
   a. Group fills out observations sheet (5 minutes)
   b. Round-robin report-out of observations may (one item each person, continue rounds until new ideas are spent — 5 minutes)

9. **Check in with Presenter** (2 minutes)
   Do we need to refocus our attention?

10. **Phase IV: Inferences**
    a. Group fills out inferences sheet (5 minutes)
    b. Round-robin report-out of inferences. May be charted (one item each person, continue rounds until new ideas are spent — 5 minutes).

11. **Response from the Presenter** — What new thoughts are you having about the data now? What are your next steps? (5 minutes)

12. **Implications** for teaching and learning (10 minutes)

13. **Debrief** the protocol (3 minutes)

Note: This protocol can be done in 2 sessions if desired, stopping after Step 8 between sessions. Participants can fill out the inferences sheet between meetings to allow for a fuller discussion of the results in the next session.

Other Templates to analyse data and engage in data-driven conversations

Student Dashboard – Learning Growth and Achievement

Task #1 – Navigate to the Individual View - Learning Growth and Achievement (Tab 1)
Complete the following 3 tables below for a student you have taught/will teach/or you are curious about (in Years 8-12). Do this with a partner – one laptop between 2

Name			*Student ID*	*Year Level*	*House*		
EXPLORING NAPLAN DATA			**Reading**	**Writing**	**Spelling**	**Numeracy**	**Grammar and Punctuation**
Year 7	**Achievement**	**Student Result**					
		State Result					
Year 9	**Achievement**	**Student Result**					
		State Result					
Effect Size (Learning Growth)	**Year 7 to 9 Growth**	**Student Result**					
		State Result					

Note - (Source: The Research of John Hattie)
• An effect size of 0.5 is equivalent to a one grade leap at GCSE (general certificate of secondary education – UK based)
•An effect size of 1.0 is equivalent to a two grade leap at GCSE; or a commonly used interpretation is to refer to effect sizes as small (d = 0.2), medium (d = 0.5), and large (d = 0.8)

Record your general observations and comments, based on this data. Consider the prompting questions below focussed on NAPLAN ONLY:

- Where are the students strengths?
- Where are their areas for growth?
- Where has the student had the most growth?
- Have any trends emerged?
- How has this student progressed from Year 7-9?
- What might you need to consider to further support this student in your subject area?

EXPLORING PAT DATA

Include as much data as you can – up to 3 years if possible. If the student is in Year 8 (2023), they will only have 1 set of data (from Year 7). But if they are in Year 10, they may have up to 3 sets of data +.

			Data set 1	Data set 2	Data set 3 +
Reading	**Achievement**	**Student Result (Score, Percentile and Stanine)**			
		State Result			
Maths	**Achievement**	**Student Result**			
		State Result			
Grammar and Punctuation	**Achievement**	**Student Result**			
		State Result			

Record your general observations and comments. Consider the prompting questions below focussed on PAT ONLY

- Where are the students strengths?
- Where are their areas for growth?
- Where has the student had the most growth?
- Have any trends emerged?
- How has this student progressed?
- What might you need to consider to further support this student in your subject area – in both areas of strength (providing challenge/extension), and growth (providing support)?

Note – Further support with unpacking and interpreting PAT will take place throughout this year – to support you in targeted teaching for your learners.

EXPLORING LEARNING TASK DATA – School Based Assessment/Teacher Judgement

If the student you have chosen is in Year 11 or 12, adjust the subjects below to suit their course.

	CATs/Exam Title	Letter Grades	Vic Curriculum Standards	Achievements	Improvements
English					
Math					
Science					
Hums					
Other					

Record your general observations and comments. Consider the prompting questions below focussed on their Learning Task results ONLY

- Where are the students strengths?
- Where are their areas for growth?
- What do you notice about the Vic Curriculum Standards for this student? Does anything stand out here?
- What might you need to consider to further support this student in your subject area/as a support staff member – in both areas of strength (providing challenge/extension), and growth (providing support)
- How might we use this data in our PLTs? Domain?

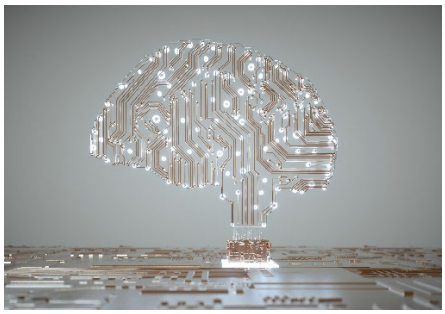
Student Dashboard – Attendance, Learning Habits, and Chronicles

Task #2– Navigate to the Individual View – Attendance, Learning Habits, and Chronicles (Tab 2), for the student you have just explored in Task #1

General Information	
What was the student's attendance percentage in February, July, and December of 2022 and how does this compare to the expected 95%?	
Was there a month in which the student had a high rate of absence?	
What do you notice about their lateness data? Does anything stand out?	
Based on their learning habits, is there a habit that you may need to support this student with?	
Who has taught this student in the same/similar subject area/s before, that you could ask for support/further insight to best support this student?	
Looking at the chronicle entry data, is there anything worth noting?	
What questions have you got when you look at this overall snapshot? What do you want to find out more about? Are there any correlations?	

Overall summary of the data you have reviewed so far…

(Attendance, Learning Habits and Chronicles, Learning Growth and Performance)



Consider the following prompts:

- What is the picture, being created about this student, based on the data you have explored?
- Where is the student's biggest area/s of strength and where are their biggest area/s of challenge?
- What questions has this data inspired? What has it made you think about?
- Can you see any correlation/s between the data sets reviewed? If so, where are they?
- What do you think you need to do to further support this student?

Class Data – Grades

Task #3 –Navigate to Class Data – Grades (Tab 3).
Place all filters as (All)
From the drop down box, select your initials under teacher ID
Select a class you are teaching this year, from the class ID drop down box.

Who is the highest ranking student in in your class, across all subjects?

Who is the lowest ranking student/s in your class, across all tasks and subject areas?

How might you use this data as a Teacher/Staff Member in 2023 to support the teaching and learning of your students?

Now, let's filter this data further. On the far-right hand side select an English or Math subject from the drop-down box (SubjectName) - completed in 2022 - to view how they performed in literacy or numeracy. Complete the following table.

Learning Area e.g English/Maths	*Task/s (Fill in based on the number of tasks visible – or as many as you wish)*	*Total Percentage (%)*						
		A	*B*	*C*	*D*	*E*	*UG*	*NA*
Subject: e.g 9 CORE English	*1*							
	2							
	3							
	4							
	5							
	6							

What is interesting about this data? What might you need to consider?

PAT/NAPLAN and VIC achievement standards

Task #4 – Navigate to the PAT/NAPLAN, VIC curric achievement standards tab. Find your Teacher_ID and choose a class you would like to explore information about. Change the PAT and NAPLAN filters as needed to complete the below. Note: note all students will have data?

			Students Name	Where is this student positioned in NAPLAN?	Where is this student positoned on the Vic Curric Standards for your subject?
PAT ranking	**Grammar and Punctuation**	**Highest ranking student**			
		Lowest ranking student			
	Reading	**Highest ranking student**			
		Lowest ranking student			
	Math	**Highest ranking student**			
		Lowest ranking student			
			Students Name	**Where is this student positioned in PAT?**	**Where is this student positoned on the Vic Curric Standards for your subject?**
NAPLAN ranking	**Grammar and Punctuation**	**Highest ranking student**			
		Lowest ranking student			
	Reading	**Highest ranking student**			
		Lowest ranking student			
	Numeracy	**Highest ranking student**			
		Lowest ranking student			

Turn and talk about this data set, recording notes. What questions come up? How might you use this data? What might you need to consider as a teacher/support staff member?

Flags

Task #5: Work individually. Select the Flag tab from the top of the tool bar.
Leave Year Level as ALL. Change the class ID to your Mentor Group/or a class you are teaching this year – make sure the ID matches the compass code.

Flag	*Number in the class*	*Names of the students*
EAL		
PSD		
Hearing Loss		
Translator required		

How might this data be helpful to you as a classroom teacher/mentor?

Growth Estimator (NAPLAN)

Task #6: Go back to the Explore Menu and click on the NAPLAN – Learning Growth Estimator.

- *Click on the LGE NAPLAN_link, then click on the Learning Growth Estimator (NAPLAN) Band Distribution link.*
- *Select a class you teach by changing the Class_id to a code from Compass.*
- *Change the NAPLAN component to ALL.*

Note, the estimator is only available for students in Years 8-12 2023.

General observations:

Looking at the bar graphs for all components of NAPLAN, what do you notice about this class? What are your general observations?

-
-
-
-

Change the NAPLAN filter from ALL to navigate through each of the NAPLAN components. For each component, identify the number of students (percentage), in your class identified within the categories and bands.

NAPLAN component	***Students below the national Minimum Standard***		***Students at the national minimum standard***		***Students above the national minimum standard***		***Students well above the national minimum standard***	
	Band	***%***	***Band***	***%***	***Band***	***%***	***Band***	***%***
Grammar and Punctuation								
Numeracy								
Reading								
Spelling								
Writing								

Who are the students that fall into each category? Click on the bar graph to identify the students.

NAPLAN component	***Names of those below NMS***	***Names of those at NMS***	***Names of those above NMS***	***Names of those well above NMS***
Grammar and Punctuation				
Numeracy				
Reading				
Spelling				
Writing				

Click on the Learning Growth Estimator (NAPLAN), Individual View Tab.

Think about the next unit/task/topic you are about to teach. Choose one component from NAPLAN that is critical to succeed in this task/unit/topic (e.g reading). Make sure you have identified the same class as reviewed in the activity above. Have the Student_Name_Code selected as 'ALL'.

Generally, as a class, looking at the areas for improvement, which specific skills will you need to teach the students to ensure their success? Where do they need improvement? Scroll down to see all skills not mastered in this NAPLAN area (areas for improvement), and those not attempted. List the critical skills below that you need to be aware of:

NAPLAN component (e.g. Reading) _____

Skills not mastered/not attempted that are critical for student success in this unit/topic/task

-
-
-
-
-
-
-
-

You can then go one step further and look at individual students.

From the Student_Name_Code drop down box, review 5 students that you would like to know more about in terms of their NAPLAN results and the skills they have mastered/are yet to master.

Considering the topic/task/unit you are about to undertake, what are some of the critical skills students in your class have not yet mastered?

Student Name	***Skills NOT yet mastered that are critical for this unit/topic/task***

Learning Growth Estimator (PAT)

Task #7. Go back to the Explore Tab and select PAT – Learning Growth Estimator. Click on the LGE PAT_ link. Go to class View.

- *Choose a PAT Test (from the drop down box), that connects to the NAPLAN component you identified that was necessary for your class.*
- *From the Class _Id drop down box, choose the same class that you reviewed in the activities above.*

Who are the students identified in each quadrant?

Quadrant	***Student Names***
Optimal Growth	
Growth	
Cruising	
Must change	

Looking at this class overall, what do you notice when you look at the quadrant distribution graph and their progress over time (Sem 1 2022 to Sem 1 2023). How this compares to the norm?

-
-
-
-
-
-
-
-

Click on the Questions Level Analysis tab at the top of the page.

Choose the same class you reviewed above (Class_Id) and the same test from PAT (Test Name).

Choose the same 5 students you reviewed above that you would like to know more about. Click on their names (dots) and in the table below, record their name and the skills they need to improve.

PAT Test reviewed _____ (e.g) Reading

Name of Student	**Areas for improvement**

Click on the Learning Growth Estimator – PAT Tab. Choose the same class and the same PAT test that you reviewed above. Overall, what do you notice about this class?

-
-
-
-

Choose the same 5 students that you have been reviewing above. Click on their names by choosing them from the Student_Name_Code drop down box.

Refering to their learning growth, how much growth has each of these students had?

Student Name	Learning Growth	Above or below expected

How does what you are seeing in PAT correlate to NAPLAN for these students/this class? What observations can you make?

-
-
-
-
-

Click on the Guttman chart Tab. Choose the same class as you have been reviewing and the same PAT Test from the drop-down boxes.

- What is this telling you about the class?
- What is interesting?
- What is positive?
- How might you use this data?

General comments

- How could you/we use the growth estimator for both PAT and NAPLAN, as a teacher/support staff member?
- How could you/we use the growth estimator for both PAT and NAPLAN, as a Domain?

	Screenshot Data:	Discussion: Questions to consider: • What do you notice? • What is the data telling you? • What information can you learn about this cohort of students?
Class Flags		
PAT Reading		
PAT Numeracy		
NAPLAN Reading		
NAPLAN Maths		
NAPLAN Writing		

Reflection Questions:		**Notes/Considerations**
Do our tasks have multiple entry and exit points?		
Do the tasks allow for modifications, adjustments, or accommodations for PSD/SWANS students?		
How are you presenting your explicit teaching?		
How will you plan and cater for EAL?		
How will you plan and cater for Low Literacy/Numeracy Learners?		
How will you plan and cater for students working above the level?		

Actions – Create a TO DO LIST below of what needs to be adjusted and/or modified in your lesson sequence.

☐